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# Adult Education and Family Literacy Act (AEFLA)

## Request for Proposal

### AEFLA Grant Information Package

Title II-Workforce Innovation and Opportunity Act

Adult Education and Family Literacy Act

Sections:

- 231
- 225
- 243

July 1, 2021 to June 30, 2026 (Renewable)

Idaho Career & Technical Education  
650W. State Street, Suite 324  
Boise, ID 83702

Section I:	General Information and Instructions for Submission
Section II:	Application Assurances: The Application, Narrative, & Budget
Section III:	Resources & Policies: State Policies and Information Resources

### **Workforce Innovation and Opportunity Act**

The Workforce Innovation and Opportunity Act (WIOA), signed into law on July 22, 2014, is the first legislative reform of the public workforce system in 15 years. WIOA presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

Workforce Innovation and Opportunity Act 2014

<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

34 CFR § 463: Adult Education & Family Literacy Act

<https://www.ecfr.gov/cgi-bin/text-idx?SID=79a188ec14b8ea0fee0ccc3c7b9fe257&mc=true&node=pt34.3.463&rgn=div5>

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## SECTION I: GENERAL INFORMATION AND INSTRUCTIONS FOR SUBMISSION

### PART I:

#### TYPES OF AWARDS

As the State Eligible Agency (SEA) for Adult Education and Family Literacy (AEFLA) funding, Title II of the Workforce Innovation and Opportunity Act (WIOA), Idaho Career & Technical Education (ICTE) is pleased to offer this Request for Proposal Information Package. This grant application is for a multiyear renewable grant beginning July 1, 2021 through June 30, 2026. Qualifying applicants may have grants renewed at the beginning of each subsequent year in the cycle, but cannot be extended beyond the cycle. 463.20(a)

**Grant:** Competitive, multi-year grants to eligible providers to develop, implement, and improve adult education and literacy activities within the state.

#### Required Local Activities:

Use the grant to establish or operate programs that provide adult education and literacy activities, including programs providing such activities concurrently. (Section 231(a)) AEFLA Type of Services offered: All three categories of services will use the same application, with additional information required.

- Adult Education and/or English Language Acquisition Activities including Civics Education (**Sec. 231**) AEFLA – Adult Education RFP Narrative and required forms.
- Corrections Education and Education for Other Institutionalized Individuals (**Sec. 225**) AEFLA - Adult Education RFP Narrative and required forms, including information specific to this service as discussed in the Corrections Education and the Education of Other Institutionalized Individuals application instructions.
- Integrated English Literacy and Civics Education (**Sec. 243**) AEFLA - Adult Education RFP Narrative and required forms, including information specific to this service as discussed in the Integrated English Literacy and Civics Education application instructions.

### PART II: GENERAL INFORMATION

#### STATE PARTIES

The Administrator of ICTE is empowered to be the signatory on all grants, contracts, agreements, or modifications pertaining to this project. Such agreements, etc., not bearing this signature or that of a designee are invalid insofar as contractual relations between the State and Grantee are concerned.

#### Clay Long

State Administrator

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208-429-5530

#### Molly Valceschini

State Coordinator for Adult Education, GED Administrator

[Molly.valceschini@cte.idaho.gov](mailto:Molly.valceschini@cte.idaho.gov)

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**NOTE:** *The following application is a State proposal. Unless otherwise indicated as State requirements, all requirements are federal requirements. Federal requirements come from the Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA), Code of Federal Regulations (CFR) Parts 462 and 463, and the Uniform Guidance (2 CFR Part 200). Where there is a specific reference it will be marked with (State).*

## ADULT EDUCATION FAMILY LITERACY ACT DEFINITIONS & REGULATIONS (AEFLA SEC. 203)

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA, Pub. L. 113-128), is the principal source of federal funding for States for adult education programs. The Office of Career, Technical, and Adult Education's (OCTAE) Division of Adult Education and Literacy (DAEL) administers AEFLA. WIOA Section 203 lists definitions are specific to AEFLA:

**ADULT EDUCATION:** The term "adult education" means academic instruction and education services below the postsecondary level that increase an individual's ability to –

- (a) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- (b) transition to postsecondary education and training; and
- (c) obtain employment

**ADULT EDUCATION AND LITERACY ACTIVITIES:** programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

**ELIGIBLE AGENCY:** The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

### **ELIGIBLE INDIVIDUAL:**

In accordance with WIOA *Title II (Sec. 203 (4))*, the term 'adult education' means services or instruction below the postsecondary level for an individual:

- (a) who has attained 16 years of age;
- (b) who is not enrolled or required to be enrolled in secondary school under State law; and
- (c) who—
  - (i) is basic skills deficient;
  - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  - (iii) is an English language learner.

### **ELIGIBLE PROVIDER:**

Eligible providers are any organizations who have 'demonstrated effectiveness' in providing adult education and literacy activities and may include: local educational agencies; community-based or faith-based organizations; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; a nonprofit institution having the ability to provide adult education and literacy services to adults; and a consortium of agencies, organizations, institutions, and libraries described above. (*Section 203(5)*)

There are two ways in which an eligible provider may meet the requirements:

1. An eligible provider that has been funded under Title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the first paragraph of this section. See WIOA Final Rules Subpart C, *§463.24 and 29 U.S.C 3272(5)*

**ENGLISH LANGUAGE ACQUISITION PROGRAM:** a program of instruction—

- (a) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- (b) that leads to—

- (i) attainment of a secondary school diploma or its recognized equivalent; and
- (ii) transition to postsecondary education and training; or
- (ii) employment.

**ENGLISH LANGUAGE LEARNER:** an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—

- (a) whose native language is a language other than English; or
- (b) who lives in a family or community environment where a language other than English is the dominant language.

**ESSENTIAL COMPONENTS OF READING INSTRUCTION:** The term “essential components of reading instruction” has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

**FAMILY LITERACY ACTIVITIES:** activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

- (a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- (b) Interactive literacy activities between parents or family members and their children.
- (c) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- (d) An age-appropriate education to prepare children for success in school and life experiences.

Family Literacy activities are **not** a required component to Idaho Adult Education programs.

**INSTITUTION OF HIGHER EDUCATION:** The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

**INTEGRATED EDUCATION AND TRAINING (IET):** a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE):** education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

The IELCE program under section 243 (a) of WIOA is designed to:

- (a) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and
- (b) Integrate with the local workforce development system and its functions to carry out the activities of the program.

**LITERACY:** an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**POSTSECONDARY EDUCATIONAL INSTITUTION:**

- (a) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
- (b) a tribally controlled college or university; or
- (c) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**SECRETARY:** The term “Secretary” means the Secretary of Education.

**TARGET POPULATIONS (State):** Target populations include individuals with multiple barriers to employment and educational attainment, including:

- Displaced homemakers
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals
- Ex-offenders
- Homeless individuals, or homeless children and youth
- Youth who are in or have aged out of the foster care system
- Individuals who are English language learners
- Individuals who have low levels of literacy
- Individuals facing substantial cultural barriers
- Eligible migrant and seasonal farm workers
- Individuals within 2 years of exhausting lifetime eligibility of part A of title IV of the Social Security Act
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Such other groups as the Governor involved determines to have barriers to employment

**WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES:** adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

**WORKFORCE PREPARATION ACTIVITIES:** activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

## INTRODUCTION

Idaho Career & Technical Education, as required by the Workforce Innovation and Opportunity Act (WIOA) is conducting a competitive Request for Proposals (RFP) to award multi-year renewable grants to eligible agencies for the provision of WIOA Title II Adult Education and Family Literacy Act (AEFLA) services. These adult education and literacy programs, activities, and services are defined in this RFP document.

## PURPOSE & GOALS

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that—
  - (1) Are necessary to becoming full partners in the educational development of their children; and
  - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in—
  - (1) Improving their—
    - (i) Reading, writing, speaking, and comprehension skills in English; and

- (ii) Mathematics skills; and
- (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

#### DIRECT AND EQUITABLE ACCESS

The State must ensure all applicants have direct and equitable access to apply in this competitive grant application process. (*section 231(c)(1) of WIOA and 34 CFR § 463.20(c)(1)*). The State must also use the same grant announcement process for all eligible providers. (*section 231(c)(2) of WIOA and 34 CFR § 463.20(c)(2)*).

#### PART III: ACCOUNTABILITY PRACTICES & THE NATIONAL REPORTING SYSTEM (NRS)

##### USING THE STATE DATA COLLECTION SYSTEM

To meet federal and state accountability requirements, eligible providers must agree to implement the following accountability practices:

- Use the Idaho data collection system, IMAS by Benchmark, ITS to collect and report on programmatic & student data, specifically the program’s progress in performance levels for Core Indicators of Performance and the standardized use of State approved assessments. (*State*)
- Pre and post assessments to track progress are to follow State protocols for testing (See Assessment Policy link under *Resources and Policies*) and must be entered into the IMAS database in a timely manner. (*State*)
- Data quality begins at the initial data collection. Checks and diagnostics are to be performed after each batch of data is input into the IMAS database with the goal of meeting the state target performance measures. (*State*)
- Data validation protocols as outlined in US Department of Education (USED) program memorandum 19-1 must be implemented. (See link in *Resource & Policy* section)
- Each provider will input information obtained from the Student Intake Form on each student attending the program. (*State*)
- Students are counted as a “participant” after 12 hours of attendance. Students attending less than 12 hours are counted as “reportable individuals.” Participants stopping out for 90 days or longer will begin a new period of participation if/when they return.

The data from each project provider is aggregated into the state database. From this data the National Reporting System (NRS) reports are produced and reported to the U.S. Department of Education – Office of Career Technical and Adult Education (OCTAE). The data from the states and territories is condensed and reported to Congress.

It is the grantee’s responsibility to ensure staff are fully trained in the implementation of the Idaho Assessment Policy, all assessment instruments, and the National Reporting System policies, procedures, and requirements as outlined in the IMAS trainings and online manuals. Site license, technical support, and training are provided by ICTE. (*State*)

##### IMAS TRAININGS (State)

Mandatory IMAS trainings are provided by the State at least three times per year. These trainings can be face-to-face or webinars.

## REQUIRED STATE REPORTS (*State*)

Name of Report	
Quarterly Data Desk Audits	This report includes a summary of the successes, challenges, and enrollment data each quarter. This form is in the Reporting Information section posted on the ICTE website: <a href="https://cte.idaho.gov/educators/college-educators/adult-basic-education/">https://cte.idaho.gov/educators/college-educators/adult-basic-education/</a>
Annual Narrative Report	An Annual Narrative Report guidance letter will be sent to all providers with an outline for the report

### ASSESSMENT POLICY AND DISTANCE LEARNING PROTOCOLS

According to [NRS Guidelines](#), the State has discretion to establish the standardized student assessment method used within the State, as well as procedures for progress assessment, and must develop a written statewide assessment policy. Only NRS approved assessments may be utilized for measuring the Educational Functioning Levels of students, and procedures must conform to standard psychometric criteria for validity and reliability as defined by OCTAE.

The Code of Federal Regulations *34CFR462.40 (b)* requires each state to submit its assessment policy for review and approval at the time the NRS statistical report is submitted. This is done on a yearly basis. All funded providers must comply with Idaho Assessment Policy and Distance Education Guidelines which is available for reference at: <https://cte.idaho.gov/wp-content/uploads/2018/10/Final-FY2019-Assessment-Policy.pdf>. The approved Idaho Assessment and Distance Learning policy for 2020-2021 will be made available to approved providers.

### CORE INDICATORS OF PERFORMANCE

AEFLA has established an accountability system requiring states to set specific measures for program performance on an annual basis. Accountability and transparency are now key within the workforce system. Adult Education measures employment and educational outcomes, as well as the program's effectiveness in meeting employers' needs. The six core programs report on the same six outcomes. At a minimum, programs responding to this RFP will be expected to meet the Idaho performance levels for FY21/22 as part of their program outcomes in the appropriate areas below [*Sec 116(b)(2)(A)I – VI*]:

- (a) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- (b) The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- (c) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- (d) The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or recognized equivalent during participation in or within one year after exit from the program.
- (e) The percentage of program participants who, during a program year, are in an education or training program leading to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.
- (f) The indicators of effectiveness in serving employers.

The state negotiates performance measure targets for Educational Functioning Levels and Performance Measure Outcomes with OCTAE and will use those targets to inform negotiated targets with grantees. However, a copy of the most recent Target Negotiation Worksheet can be found in *Resource & Policy* Section.

## PART IV: CONSORTIA APPLICATIONS

Applications must identify one agency that will act as the lead agency for the consortium. The lead agency shall submit a single proposal on behalf of the consortium outlining a plan to provide adult education and literacy activities throughout the local workforce development area, explaining the roles and responsibilities of each member agency. The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact. The lead agency is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

Each member of a consortium must provide performance data to **demonstrate effectiveness** in:

- Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language
- Employment outcomes
- Attainment of Secondary School Diploma
- Transitions to Post-secondary Education/Training

Each consortia member must demonstrate its effectiveness in order to be an eligible provider and therefore part of an eligible consortium §463.24. Charts are provided in the *Attachments* section of this document. A current and signed Memoranda of Understanding (MOU) needs to be in place between the members of the consortium.

## PART V: COST GUIDELINES

### LOCAL APPLICATIONS

In accordance with WIOA *Title II (Sec. 232)*, each eligible provider desiring a grant shall submit an application to ICTE (as the eligible agency) containing such information and assurances as the eligible agency may require, including a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

ICTE's required forms will be found in the *Application and Assurances section*. All funds are to be spent consistent with the AEFLA requirements.

### AVAILABLE FUNDING (*State*)

ICTE estimates \$2,605,410 will be available for AE programs instructional grants under this request for proposals. ICTE will use a performance-based funding model in the distribution of funds. Performance-based funding is established on completions of Measureable Skill Gains (MSG) and target completions for high school equivalencies obtained, employment goals met, and entry into postsecondary education or skills training. (*State Process*)

### LOCAL ADMINISTRATIVE COST LIMITS

WIOA Section 233 states that at least ninety-five percent (95%) of an eligible recipient's grant award must be expended for adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for administrative costs. What activities are considered local administrative costs? 34 CFR§463.26

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

(Authority: 29 U.S.C. 3323, 3322, 3151)

CFR §463.25 What are the requirements related to local administrative cost limits?

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible agency may increase the amount that can be spent on local administration. In such cases, the eligible provider must negotiate with the eligible agency to determine an adequate level of funds to be used for non-instructional purposes.

(Authority: 29 U.S.C. 3323)

In cases where the cost limits described above are too restrictive to allow for the activities described in 34 CFR§463.26, the eligible provider shall negotiate with the State in order to determine an adequate level of funds to be used for non-instructional purposes. ICTE requires the applicant to submit a 'Waiver Request to Increase Administrative Costs'. The administrative costs include all costs not directly related to student services. ICTE will use this to initiate the negotiation of the new percentage. *(State)*

#### SUPPLEMENT, NOT SUPPLANT

In accordance with WIOA Title II (Sec. 241), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

#### GRANT DURATION

In accordance with WIOA Title II (Sec. 231), ICTE shall award multi-year renewable grants under this competition. First year funding awards to selected providers will cover the fiscal year period of July 1, 2021 to June 30, 2022. After the initial year of funding, grantees may reapply utilizing a continuing grant application which will be disseminated to qualified\* existing providers in the spring of each year for five consecutive years ending June 30, 2026.

*\*Meets all conditions of funding and is in compliance with federal & state policies.*

Therefore, performance level projections and budgets submitted in response to this RFP should cover the initial year from July 1, 2021 to June 30, 2022. Costs incurred prior to grant approval will not be funded through the award.

**NOTE:** *Continued funding is contingent on the availability of funds as well as performance. Selected providers will be continued for subsequent years if WIOA is continued by Congress, and are required to complete an annual non competing continuation application.*

#### PROGRAM INCOME

Program income is defined as gross income received by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. Program income must only be used for costs allowable under Title II. Fees collected must be used by the AEFLA program during the year they are collected and may not be used as general funds of the applicant organization. Local providers charging fees must use the program income generated by adult education funds for allowable costs to the adult education program, expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Providers are prohibited from counting tuition and fees collected from students toward meeting matching and cost-sharing. All program income for the year must be reported on the Fiscal Financial Reports (FFR's) submitted at year end as the State is required to track these funds for reporting purposes.

**PART VI: APPLICATION INSTRUCTIONS (State)**  
**PREPARING & SUBMITTING THE APPLICATION**

*All applications must be received by 5 pm Mountain Standard Time, Tuesday March 31, 2021.*

The application packet is formatted as a Word document. Applicants should save the Word document locally on their computer or network, using the naming convention listed below. Responses to application questions should be typed directly into the Word document in the designated areas. Application documents should be named as follows:

File naming convention:      FY22\_WIOA Title II\_ApplicantName

Completed applications, with appropriate attachments, must be submitted by email to the contacts listed below. A reply email regarding receipt of your application will be sent by the next business day stating that your application was received.

Send to:            Molly Valceschini, State Coordinator for Adult Education  
[molly.valceschini@cte.idaho.gov](mailto:molly.valceschini@cte.idaho.gov)

Copy:              Rae Thomas, [rae.thomas@cte.idaho.gov](mailto:rae.thomas@cte.idaho.gov)

Subject Line:    FY22 WIOA Title II Grant Application [Applicant Name or Abbreviation],

**SCHEDULE OF EVENTS**

The following schedule of events is subject to change at the discretion of ICTE:

	Event	Date
<b>1.</b>	Announcement of funding opportunity posted the ICTE website	December 14, 2020
<b>2.</b>	RFP mailed upon request	December 14, 2020
<b>3.</b>	Bidders conference (Optional)	January 13, 2021
<b>5.</b>	Proposal submission deadline	March 31, 2021
<b>6.</b>	Determination of Demonstrated Effectiveness	April 5, 2021
<b>7.</b>	Send to review panels for: a. Board review of alignment to State Plan and to make recommendations b. Committee review of compliance to federal and state requirements and to score submitted applications (Both due back by May 5, 2021)	April 7, 2021
<b>8.</b>	Announce grant recipients	May 19, 2021
<b>9.</b>	Program budgets due for grant recipients	June 2, 2021

Pertinent inquiries and questions submitted in writing along with responses will be included on the ICTE website at:  
<https://cte.idaho.gov/educators/college-educators/adult-basic-education/>

**GRANT FUND USE & LIMITATIONS**

<b>FEDERAL FUNDS</b>
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Grant Fund Name	Services/Activities
Corrections	Instructional services in local correctional facilities and other institutions (including any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or other similar institution for the confinement or rehabilitation of criminal offenders) for students at any of the ABE, ASE, and ESL NRS levels and a release date within five (5) years.
Integrated English Literacy/Civics Education	Educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language. In addition, such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.
<b>STATE &amp; FEDERAL FUNDS</b>	
Grant Fund Name	Services/Activities
Adult Basic Education (ABE)	Adult Basic Education instructional services for students from Beginning Literacy through High Intermediate NRS levels, Adult Secondary Education instructional services for students at the Adult Secondary Education Low and High NRS levels, English as a Second Language, workforce preparation activities, workplace Adult education & Literacy Activities, and Family Literacy.

*\*No more than twenty percent (20%) of federal funds may be used in correctional settings. The State is not required to spend the full 20% on corrections education.*

**BIDDERS’ CONFERENCE & FUTHER INFORMATION (Optional)**

A Bidder’s conference will be advertised with a Public Notice and will be held on January 13<sup>th</sup> from 9:00 a.m. to 11:00 a.m. ICTE staff will be available to answer questions regarding application procedures, proposal format and funding requirements. A powerpoint presentation of information covered during the Bidders Conference will be available on the ICTE website.

**DISPOSITION OF APPLICATIONS**

Applicants will be notified of the acceptance or rejection of their proposals within approximately eight weeks of the submission deadline date. If a proposal is selected for funding, a grant will be initiated by ICTE. Notification of the grant award will be issued by ICTE. The level of funding and effective dates of the project will be set forth in the notification of the grant award. Ineligible applicants will be notified within two weeks of submission by letter.

**GRANT AWARDS**

ICTE must make grant awards under this appropriation without discussion with the applicants. Therefore, proposals should represent the applicant’s best effort from both a technical and cost standpoint.

**Non-Appropriation of Funds**

All awards are subject to the availability of Federal and State funds. Grants are not final until the award letter is executed.

Obligations of ICTE shall cease immediately if the Idaho State Legislature or the Governor fails to appropriate, or otherwise make available funds for the contract. ICTE will use its best efforts to secure sufficient funding to cover the proposed grant, and notify the provider immediately of any funding insufficiency.

**PROPOSAL COVER**

A template for the cover page is provided in the *Application and Assurances* section. The cover page has two (2) pages and must contain all the required information, the signature of the authorized official of the submitting agency or institution, date, contact information of fiscal agent and AE program director or coordinator. The second page contains the types of grants for which the agency is applying. You will have one cover page for your application.

**GENERAL AND PROGRAM ASSURANCES**

The General and Program Assurances form is provided in the *Application and Assurances* section. There are General Assurances and specific Adult Education Program Assurances. This includes certifications and debarment information. The form has two (2) signature lines which must contain the required signatures and dates. Applicants who submit multiple applications need to submit **one** set of 'Assurances' for the applicant organization.

## GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

### NOTICE TO ALL APPLICANTS

The purpose of this provision is to inform potential providers of the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application. *Attachment A1* must be used to address these requirements.

## APPLICATION NARRATIVE

### Demonstrated Effectiveness (WIOA AEFLA 34CFR Part 463.24)

WIOA regulations require that applicants provide:

- (a) performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the content domains of reading, writing, mathematics, and English Language Acquisition.
- (b) information on *outcomes* of participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to post-secondary education/training.

A narrative of **Demonstrated Effectiveness** must be typed, double-spaced, 12 pt. Times New Roman font, not exceeding four pages (8 ½ x 11 format) and must be submitted with the Demonstrated Effectiveness Cover Page, Attachment DE 1 & Charts DE 1.1A or DE 1.1B.

Previously funded applicants under WIOA are required to provide performance data under *section 116* to demonstrate effectiveness in the areas listed above. An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving *outcomes* listed in §463.24.

The State will review **Demonstrated Effectiveness** by reviewing two year trends in performance data in each of the aforementioned categories.

Applicants are required to complete this pre-screening processes for AEFLA funds. ICTE requires that eligible providers submit data as outlined in *Attachment DE.1 or Attachment DE.2*.

ICTE will utilize both the narrative and the information provided in Chart DE.1.1A or DE 1.1B to determine whether the applicant has demonstrated effectiveness. Eligibility will be based upon a 'yes'/'no' determination where:

- Yes** indicates the applicant has submitted data in each of the areas shown below and the narrative clearly describes successes made in serving eligible individuals.
- Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language
  - Employment outcomes
  - Attainment of Secondary School Diploma
  - Transitions to Post-secondary Education/Training

Applications which meet the above criteria will have demonstrated effectiveness and will pass the pre-screening process.

- No** indicates the applicant has not demonstrated effectiveness in serving eligible individuals. Grant applicant will not be forwarded to committees for considerations in funding.

Applications that meet the '**Demonstrated Effectiveness**' requirement will be reviewed, scored and considered for funding. Applications that do not result in a determination of demonstrated effectiveness will not be further considered for funding and will be notified within five days of being deemed ineligible.

**Consortium Applications:**

Each consortia member must demonstrate its effectiveness in order to be an eligible provider and therefore part of an eligible consortium §463.24. Each member of a consortium must provide performance data to demonstrate effectiveness in:

- Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language
- Employment outcomes
- Attainment of Secondary School Diploma
- Transitions to Post-secondary Education/Training

A combined narrative, of no more than two pages, may be submitted for the entire consortium.

### 13 Considerations for Funding Title II Programs

The following criteria are based on the thirteen considerations ICTE is required to consider when awarding AEFLA funds. (29 USC 3321 Sec. 231) Each consideration is a part of the quality review. Statutory Considerations for Awarding Grants from the Adult Education and Family Literacy Act, AEFLA, Section 231 (e) include:

- (1) the degree to which the eligible provider will be responsive to -
  - i. regional needs as identified in the local workforce development plan; and
  - ii. serving individuals in the community who are identified in such plan; and
  - iii. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals --
    - (i) who have low levels of literacy; or
    - (ii) who are English language learners;
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) the past effectiveness of an eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance as described in 34 CFR §463.155.

**Prior Program Performance/Past Effectiveness:** ICTE requires that applicants must describe the programs' effectiveness over the past three years in the areas below in order to demonstrate success in serving the eligible population. Previously funded programs may use NRS data. First-time applicants should describe their ability to provide services leading to successful outcomes in the categories below.

- Improved literacy skills -provide and comment upon three years of performance data related to educational gains. First time applicants should describe their ability to meet educational performance goals.
  - Attainment of Idaho High School Equivalency Certificate.
  - Attainment of employment and/or improved employment.
  - Entry into postsecondary education or skills training.
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services to the one-stop partners;
  - (5) whether the eligible provider's program--
    - i. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains;
    - ii. uses instructional practices that include the essential components of reading instruction;
  - (6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
  - (7) whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;

- (8) whether the eligible provider's activities provide learning in context, including through Integrated Education and Training (IET), so that the individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
- (9) whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
- (10) whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, community-based organizations, and intermediaries, in the development of career pathways;
- (11) whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with §666.100) and to monitor program performance; and
- (13) whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

## Description of Budget Categories, Reimbursements & Revisions to Budget

Once ICTE has determined who will be awarded a grant, a revised budget may be required. The final budget will align with the application review comments and the budget awards. No grant funds can be reimbursed until a final budget has been received and approved. Examples of the types of expenses included in each category are listed below for guidance only. The budget narrative should provide enough detail so the appropriate category can be confirmed. If an increase in administrative costs above the five percent (5%) limit is being requested, complete the Request Waiver to Increase Administrative Costs.

### Allowable Costs

All expenditures must be necessary, reasonable, and allocable to the grant program. For more details on allowable costs for all federal grants refer to EDGAR Part 76 and 2 CFR Part 200. A limited sample of allowable and unallowable costs is included in the Resource and Policy section.

### Salaries

Amounts paid for personnel services for both permanent full and part-time, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the school district/college/agency/organization.

### Employee Benefits

Amounts paid on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to salaries. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services. The benefits for health coverage for full-time benefited employees at community colleges are **not** to be included on the budget if at least 5% of the salary comes from a non-federal source.

## Other Purchased Services

Other purchased services are amounts paid for services rendered by organizations or personnel not on the payroll of the Adult Education program (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

## Supplies

Amounts paid for items consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items not contributing to a program's fixed assets, as evaluated by the provider's fixed assets policy, may be coded as supply items, or may be coded as non-capital equipment.

## Equipment

Expenditures in this line item include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment of \$5,000 or greater cost per item. Expenditures are to be used solely for adult education services. All items in this category must be clearly explained and detailed in the Budget Detail Sheet. Programs must maintain an up-to-date inventory of equipment.

## Budgets

Applicants should fill out, print, sign and scan the appropriate Excel file for each budget. These excel files are posted in along with the other application materials (<https://cte.idaho.gov/wioa-title-ii-grant/>). Please note that each budget template contains three tabs along the bottom. The first tab contains instructions for filling out the budget template, including instructions on calculating FTPs for salaries. The second tab contains the Budget Summary and the third tab contains the Budget Narrative. The totals in the Budget Summary are calculated based on the entries into the Budget Narrative.

Once completed, programs should print both the Budget Summary and Budget Narrative. The Budget Summary should be signed, then both sheets scanned and submitted as a single attachment with the application. Budget files should follow the naming conventions as appropriate.

- "FY22\_WIOA\_Program\_Budget\_ApplicantName"
- "FY22\_WIOA\_Admin\_Budget\_ApplicantName"

### Program Budget

Applicants should use the Excel file titled *FY22 WIOA Programs Budget*. This budget should include any direct cost that will be applied to the grant for the purpose of carrying out program activities, such as instructor salaries, classroom materials, travel for the purpose of providing instruction, and other expenses directly related to the provision of services to eligible students. Equipment is allowable, but must meet federal guidelines. Equipment is defined as having a per-unit cost of \$5,000 or more, with a useful life of at least one year. Computers and software are not considered equipment.

### Administrative Budget

Applicants who also wish to use grant funds to support administrative costs of the program should use the Excel file titled *FY22 WIOA Admin Budget* and include any administrative expenses associated with carrying out the proposed activities that will be charged to the grant. Administrative costs should not exceed 5% of the total grant request unless negotiated with Idaho Career & Technical Education. Any indirect costs should be included in the administrative budget. Please refer to 2 CFR Part 200.413 for further detail regarding what constitutes a direct cost.

ICTE recognizes that responsible management of a region-wide program may require more than 5% of the grant be spent on administrative costs. Applicants who wish to exceed the 5% cap must complete the attached "Waiver Request to Increase Administrative Costs" prior to submission.

Per WIOA Title II Sec. 233(a)(2), administrative costs include:

- Planning and administration,
- Carrying out the requirements of WIOA Sec. 116 – Performance and Accountability (i.e. data management and reporting functions, including the cost of maintaining data systems),
- Professional development, (applicants should note that additional funds will be made available for professional development to selected providers and need not be budgeted in this application)
- Activities to support alignment with the state or local plan,
- Activities that support the fulfillment of One-stop partner responsibilities (this would not include direct costs associated with providing services, but rather the administration, coordination, and planning of such activities or functions).

#### REVISIONS TO BUDGETS

Successful applicants establish initial budgets for the year based on the allocations in their award letter. The Administrative Category contains administrative costs, professional development expenses and indirect costs. The Instructional Category contains costs associated with direct instructional services. Funds from the Administrative Category may be revised and moved to the Instructional Category but Instructional Category funds may not be moved to the Administrative Category. Send a revised budget to the AE State Office for approval prior to transferring funds.

#### RISK ASSESSMENT

All applications must have a risk assessment completed by ICTE prior to an award announcement. This will include an evaluation of performance, staff and financial risk.

#### PART VII: APPLICATION REVIEW AND EVALUATION PROCESS

All proposals will be received in the ICTE office by March 31, 2021. Each proposal will be reviewed by two teams of independent reviewers involving a standardized process using the evaluations found in the *Resource and Policy* section.

#### APPLICATION PRE-SCREENING PROCESS

All grant application packages received will be pre-screened prior to review to verify that the following criteria have been met:

- The Application is submitted and received by the required due date
- Evidence of **Demonstrated Effectiveness** in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided
- The required Application components, forms, and cover sheet are submitted per ICTE's checklist in the Application and Assurances section with applicable signatures

There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants not recommended for funding will be notified and may reapply in future grant competitions.

An **Alignment** team consisting of three members of the Idaho Workforce Development Council will be reviewing for alignment of the application to the Idaho Combined State Plan and alignment to Statewide Initiatives. In the 13 Considerations section, Considerations 1, 4, and 10 will be read by the Alignment team as designated by the Workforce Development Council in collaboration with ICTE. This team will be instructed to read the applications and make recommendations to improve the alignment to the WIOA Combined State Plan. *34 CFR § 463.21(b)(2)* Members will not have a conflict of interest in this process. Recommendations from the Alignment Team will then be considered by ICTE when determining the extent to which the application addresses the required considerations *34 CFR§463.21(b)(2)*

The second team is the **Quality** team which will consist of an independent panel of reviewers from the field of Adult Education. They will review the application for compliance to the state's RFP application and WIOA requirements, completeness, and inclusion of all requested forms and budgets. This team will score and rank the applications. Members will not have a conflict of interest in this process.

The State AE office (ICTE) will apply the funding formula, check for signatures, DUNS number, and determine awards.

SELECTION PROCESS

The following steps will be taken in the selection process in awarding grants:

1. Ranking and recommendations will be reviewed.
2. A risk analysis will be completed on each applicant.
3. Grant formula funding will be applied and funding levels established.
4. Awards announced with any revisions required of the applicants determined by ICTE.

**SECTION II: APPLICATION ASSURANCES: THE APPLICATION, NARRATIVE, & BUDGET**

**Adult Education and Family Literacy ACT (AEFLA) 2021-2026 Renewable Grant  
Cover Page for Initial Year in the Cycle: 2021/2022**

<b>COVER PAGE (State)</b> <i>(Complete and attach as the first page of the application.)</i>	
<b>Program Name:</b>	<b>DUNS #:</b>
County:	
Mailing Address:	
Telephone:	Email:
Website Address (URL):	
<b>Name of Fiscal Agent’s Authorized Representative:</b>	
Mailing Address:	
Telephone:	Email:
<b>AE Program Director:</b>	
Mailing Address:	
Telephone:	Email:
<b>Agency or Institution’s Authorized Agent:</b>	
Mailing Address:	
Telephone:	Email:
<b>Type of Organization</b> <i>(Select the type of agency that describes the applicant organization)</i>	
<input type="checkbox"/> Local Education Agency (LEA) <input type="checkbox"/> Community or Faith Based Organization <input type="checkbox"/> Volunteer Literacy Organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other : _____	<input type="checkbox"/> Public or Private Nonprofit Agency <input type="checkbox"/> Library <input type="checkbox"/> Public Housing Authority <input type="checkbox"/> Consortium of Eligible Organizations <input type="checkbox"/> Partnership with Business & Eligible Org.
<b>Amount Requested: Indicate the total amount of funds being requested for the initial year of the grant cycle:</b>	
2021-2022	\$ _____

## PROJECT FUNDING BY PROGRAM TYPE

There are three types of funding opportunities within this grant. Please indicate the type(s) of funding for which you are applying.

- Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training. (WIOA, Section 231)  
\$\_\_\_\_\_ requested
- Corrections Education and the Education for Other Institutionalized Individuals (WIOA, Section 225)  
\$\_\_\_\_\_ requested
- Integrated English Literacy and Civics Education (WIOA, Section 243)  
\$\_\_\_\_\_ requested

Per 2CFR Chapter I part 25 and the Office of Management and Budget guidance on FFATA Sub-award and Executive Compensation Reporting issued on August 27, 2010, Awards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to Idaho Career & Technical Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711.

**Please note: Applicants must obtain all signatures before submitting the application.**

## GENERAL AND PROGRAM ASSURANCES

The recipient hereby assures that:

### **GENERAL ASSURANCES:**

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 USC 2000d through 2000d-4) and its implementing regulations (34 CFR Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, (42 USC 12134), et seq. and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability, or it will comply with Title III, (42 USC 12181) et seq., and its implementing regulations (28 CFR part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended, (20 USC 1681-1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
5. It will comply with the Discrimination Act of 1975, as amended, (42 USC 6101) et seq., and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
6. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, (20 USC 123g) and its regulations (34 CFR Part 99).
7. The recipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly. [SOURCES: Section 1352, Title 31 of the US Code, 34 CFR Part 82].
8. The applicant has the necessary legal authority to apply for and receive the proposed grant.
9. It shall repay all funds determined to be due to the federal government because of a disallowance decision in a manner deemed reasonable by the state or the federal government.
10. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.
11. It will make reports to Idaho Career & Technical Education (ICTE) so ICTE can report to USED as may reasonably be necessary to enable those parties to perform their duties.
12. The prospective grantee certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals:
  - Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency;
  - Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated above; and
  - Have not within a three-year period, preceding this application had any public transactions (federal, state, or local) terminated for cause or default.
13. No federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
  14. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type, and the applicant will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.

**PROGRAM ASSURANCES:**

1. All contractors, subcontractors, sub-grantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above-cited statutes, regulations, guidelines and standards against those students or employees.
2. It will administer each program in accordance with all statutes, regulations, program plans, policies and applications applicable to that program.
3. The sub-grantee will adopt and use proper methods of administering each program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
4. It will cooperate in carrying out any evaluation of each program conducted by or for ICTE, the United States Secretary of Education or other federal officials.
5. It will retain all records relating to a program for which federal funds are received for a period of three years beyond the original grant period plus extensions or until such time as all pending reviews or audits have been completed and resolved, whichever is later.
6. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
7. To the extent authorized by law, it shall indemnify, save, and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorney's fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
8. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of ICTE or the US Department of Education.
9. It will coordinate and collaborate to the extent feasible and necessary, as determined by the sub grantee, with other agencies providing adult education services.
10. The applicant's governing body, and the undersigned official, has been duly authorized to file this application from and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.

11. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
12. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of ICTE.
13. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
14. The applicant will submit a final project report (within 30 days of the project completion) and such other reports, as specified, to the ICTE, including information relating to the project records and access thereto as ICTE may find necessary.
15. ICTE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summaries, abstracts, reports, publications, records and materials resulting from this project and this grant.
16. The applicant will protect and save harmless ICTE from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
17. The contractor shall develop and maintain adequate documentation in a manner prescribed by the ICTE.
18. The sub-grantee agrees to comply with the regulations referred to in this section as they exist on the date of this contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
19. A continuing grant award is subject to the approval of the ICTE and availability of federal and state funds.
20. The sub-grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act (AEFLA).
21. The sub-grantee will offer instruction in collaboration with other organizations/agencies serving those individuals most in need of literacy services and those most at risk including: low income, housed in correctional facilities, needing basic literacy or English language acquisition, seeking a high school equivalency certificate, single parents, unemployed, etc.
22. The sub-grantee assures that funds will be used only for financial obligations incurred during the grant period.
23. The sub-grantee will provide reading instruction programs designed to provide reading improvement for adults.
24. The sub-grantee assures that the program will:
  - (1) Utilize qualified administrative personnel and instructional staff.
  - (2) Provide guidance and counseling services.
  - (3) Provide year-round instruction as described on the Intensity and Duration form.
  - (4) Develop effective recruitment and retention strategies.
  - (5) Provide adequate ADA and 504 accessible facilities, equipment, and materials, meeting adult learners' needs.
  - (6) Provide services at a reasonable cost/benefit.
25. As a state requirement, the grantee assures that the state English Language Proficiency (ELP) standards will be used throughout the duration of the grant. ELP standards help ensure that adult English Language Learners (ELLs) receive the focused and effective instruction they need to access the state's adult education academic content standards

26. The sub-grantee assures that all program staff assigned to administer state approved assessments obtain initial, ongoing, and/or recalibration training as required and defined in the Idaho Adult Education Assessment Policy.
27. The sub-grantee assures that state-required program data (including students' social security numbers and student service identification numbers) will be collected and entered into the state-developed management information system (IMAS). Social security numbers are used for data matches with the Idaho Department of Labor and the Idaho State Board of Education.
28. Program income from tuition and fees must be reported to ICTE and; accounted for in program records of such funds, and expended within the program year they are received and; used only for costs allowable under AEFLA.
29. The sub-grantee assures if awarded funds to carry out a program for criminal offenders within a correctional institution, the grantee will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
30. The sub-grantee assures if awarded the Integrated English Literacy and Civics Education under section 243(a) of WIOA, services will:
  - Be delivered in combination with integrated education and training activities.
  - Be designated to prepare adults who are ELL for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and Integrate with the local workforce system and its functions to carry out the activities of the program.
31. The program and services provided with Adult Education program funds will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disabilities.
32. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and policies.
33. The programs and services will serve adults most in need as indicated by a low level of income, a low level of adult literacy, or English language proficiency of the eligible adult, and other need-related indicators.
34. All projects will participate in the local, state, and/or national evaluation process. Evaluations will be used for continuous program improvements.

Signature of Project Director	Date Signed
•	
Signature of Administrator, Fiscal Agency	Date Signed
•	

**PART I: PRE-SCREENING OF APPLICATIONS**

**DEMONSTRATED EFFECTIVENESS**

Applicants must answer each of the following as directed in the General Information & Instructions Section.

**Demonstrated Effectiveness Cover Page**

**State of Idaho  
Idaho Career & Technical Education  
Adult Education  
DEMONSTRATED EFFECTIVENESS  
Request for Proposals 2021-2026 (Renewable)  
Competitive Renewable Grant Competition for  
Adult Education and Family Literacy Act (AEFLA) (WIOA sec. 231)**

<b>Applicant's Organization Name:</b>	
---------------------------------------	--

**Part I: Application Materials**

**Instructions:**

**Previously funded applicants:**

- Complete chart **DE 1.1A** with two years of statistical program data
- You may utilize data from the IMAS database, this data may be verified by the state

**Not previously funded applicants:**

- Complete chart **DE 1.1B** with two years of statistical program data

**All applicants:**

A narrative describing successes in improving content area skills (Item #1) and outcome measures (Item #2) must not exceed four pages.

Item #1: Applicants must provide data on improving skills of eligible individuals in the following content area:

- Reading
- Writing
- Mathematics
- English Language Acquisition

Item #2: Applicants must also provide information on participant outcomes within one year of exit in:

- Employment
- Attainment of secondary school diploma or its recognized equivalent
- Transition to post-secondary education and training

\_\_\_\_\_  
Signature of Project Director

\_\_\_\_\_  
Date

DE 1.1A: For Previously Funded Applicants-Two Year Program Data for Demonstrated Effectiveness

Entering Educational Functioning Level (A)	FY 18				FY 19			
	Number of Participants (B)	Number Who Achieved at Least One Educational Functioning Level Gain* (C)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (D)	Percentage Achieving Measurable Skill Gains ** (E)	Number of Participants (B)	Number Who Achieved at Least One Educational Functioning Level Gain** (C)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (D)	Percentage Achieving Measurable Skill Gains *** (E)
ABE 1								
ABE 2								
ABE 3								
ABE 4								
ABE 5								
ABE 6								
<b>ABE Total</b>								
ESL 1								
ESL 2								
ESL 3								
ESL 4								
ESL 5								
ESL 6								
<b>ESL Total</b>								
<b>Grand Total</b>								

\*The number of participants who completed a level is measured by the progression from a participant's pre-test to post-test.

\*\*Column E = (Column C + Column D) / Column B

The number of participants that have completed a level or have achieved their high school diploma or its equivalency both in the same year will only count as one Measurable Skill Gain.

FY 18				FY 19			
Number of Participants	Number Who Gained or Retained Employment	Number Who Attained a Secondary School Diploma	Number Who Transitioned to Postsecondary Education or Training	Number of Participants	Number Who Gained or Retained Employment	Number Who Attained a Secondary School Diploma	Number Who Transitioned to Postsecondary Education or Training

DE 1.1B: For Programs **Not** Previously Funded-Two Year Program Data for Demonstrated Effectiveness

Content Domain	FY 18				FY 19			
	Number of Participants (B)	Number Who Achieved at Least One Educational Functioning Level Gain* (C)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (D)	Percentage Achieving Measurable Skill Gains ** (E)	Number of Participants (B)	Number Who Achieved at Least One Educational Functioning Level Gain** (C)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (D)	Percentage Achieving Measurable Skill Gains ** (E)
READING								
WRITING								
MATHEMATICS								
ELA								

\*The number of participants who completed a level is measured by the progression from a participant's pre-test to post-test.

\*\*Column E = (Column C + Column D) / Column B

The number of participants that have completed a level or have achieved their high school diploma or its equivalency both in the same year will only count as one Measurable Skill Gain.

FY 18				FY 19			
Number of Participants	Number Who Gained or Retained Employment	Number Who Attained a Secondary School Diploma	Number Who Transitioned to Postsecondary Education or Training	Number of Participants	Number Who Gained or Retained Employment	Number Who Attained a Secondary School Diploma	Number Who Transitioned to Postsecondary Education or Training

## PART II: NARRATIVE

### Consideration #1: Responsiveness to Need

WIOA AEFLA Section 222(a)(1), Section 231(e)(1) and; Section 232

- 1.1) Describe the scope and specific intent of the applicant and how the applicant will be responsive to the regional service area's economic needs identified in the WIOA Combined State Plan.
- 1.2) Describe how the applicant will provide services to individuals most in need of adult education and literacy activities including individuals a) who have low levels of literacy skills and b) who are English Language Learners (ELL).
- 1.3) Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the AEFLA title.
- 1.4) Describe how the applicant will provide services to meet the state's performance targets.
- 1.5) Describe how the applicant will fulfill their responsibility as a One-Stop partner.

Complete the General Education Provisions Act (GEPA) form (*Attachment A1*) ensuring equitable access to education and promoting educational excellence. If the applicant is part of a consortium of eligible providers, identify the responsibilities and respective funding for each provider.

### Consideration #2: Serving Individuals with Disabilities

WIOA AEFLA Section 231(e)(2) and (9) and Section 232

- 2.1) Describe how the applicant will provide services to individuals with disabilities, including individuals with learning disabilities (include approaches and strategies).
- 2.2) What collaborative agreements are in place to help individuals with disabilities?

### Consideration #3: Past Effectiveness and Measurable Goals

WIOA AEFLA Section 231(e)(3) and WIOA Section 116(b)(2)(A)(i)

- 3.1) Describe your program's operation and history of successfully providing adult education and literacy services to eligible adults for the past two consecutive years.
- 3.2) Describe previous experiences, past successes, and unique qualifications to serve eligible adults with references to the specific population your program proposes to serve (individuals at the lowest levels of literacy, English language learners, adults seeking a high school diploma, local institutionalized individuals, incumbent workers, families, out of school youth, etc.).
- 3.3) Describe your program's past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plans to address them.

### Consideration #4: Local Plan and One-Stop Alignment

WIOA AEFLA Section 23(e)(4) and WIOA Section 108 and 121 (b)(1)(A)

- 4.1) Describe how the applicant demonstrates alignment between proposed Adult Education activities and services and the activity and services of the one-stop center.

### Consideration #5: Intensity, Quality & Duration

WIOA AEFLA Section 231(e)(5)(A)(B)

- 5.1) Describe how the applicant's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.

- 5.2) Describe the instructional practices that will be utilized to assure students' instructional level gains include the essential components of reading instruction.
- 5.3) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks.
- 5.4) Describe how the applicant will offer flexible schedules, distance learning, and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.

### Consideration #6: Effective Educational Practices

WIOA AEFLA Section 231(e)(5)(b) & (e)(6) and 203 (8)

- 6.1) Provide evidence that the applicant's activities including practices in reading, writing, mathematics and English language acquisition instruction are appropriate and based on a solid foundation of research and best practices derived from the most rigorous research available, including scientifically valid research and effective educational practices. Activities should also be in accordance with College and Career Readiness Standards.

### Consideration #7: Use of Technology

WIOA AEFLA Section 231(e)(7)

- 7.1) Describe how the applicant's activities effectively use technology, services and delivery systems, including distance learning in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance.

### Consideration #8: Integrated Education and Training

WIOA AEFLA Section 203(1) & 231(e)(8)

- 8.1) Describe the applicant's activities to provide learning in context, including through integrated education and training.
- 8.2) Describe bridge service patterns so students acquire the skills necessary to transition to and complete post-secondary education, training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise their rights and responsibilities of citizenship.

### Consideration #9: Quality Staffing

WIOA AEFLA Section 231(e)(9)

- 9.1) Indicate the number of adult education/ELL trained staff who will be paid from this grant. Describe instructor onboarding process including pre-service, policy training, and mentoring services.
- 9.2) Describe specific efforts to recruit and retain qualified staff and volunteers (Note: the description must be more than "follow agency policy").
- 9.3) Qualifications of Staff – An applicant's activities are to be delivered by well-trained teachers/instructors, counselors and administrators who meet the minimum qualifications established by the state and who have access to high quality professional development, including through electronic means. Define the specific adult education job descriptions of personnel by category, (teacher-certified employees, ELL-endorsed employees, counselors, administrators, and volunteers) assigned to this grant application. *WIOA AEFLA Section 231(e) (8)*
- 9.4) Describe your process for evaluating instructors and other program staff. How are these evaluations used to determine professional development needs and promote program improvement?

## Consideration #10: Coordination of Support Services/Collaboration for Developing Career Pathways

WIOA AEFLA Section 231(e)(10)

- 10.1) Describe how the applicant coordinates with other available education, training and social service resources in the community such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries for the development of Career Pathways.
- 10.2) Describe how the applicant will expand the coordinated efforts and collaboration for developing Career Pathways with the above entities.

## Consideration #11: Flexible Schedules and Coordination

WIOA AEFLA Section 231(e)(11)

- 11.1) Describe how the applicant's activities provide flexible schedules and coordination with support services (DHW, IDOL, Vocational Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the community necessary to enable individuals to attend and complete an adult education program.
- 11.2) Describe support services to be offered to program participants, including those made through a referral process.
- 11.3) Explain the process the program intends to utilize to make consistent referrals to community services providers so that participants are provided with full wrap-around services.

## Consideration #12: Maintains High Quality Data Collection System

WIOA AEFLA Section 231 (e)(12)

- 12.1) Adult Education in Idaho uses IMAS software for managing student information. Provide a brief description that the applicant will be able to comply with the minimum requirements needed to access and use the state data collection system.
- 12.2) Describe the process of data collection and data input and how often is it reviewed.
- 12.3) Describe what quality controls are used, what data is shared with instructors, and what triggers adjustments to instruction and assessments.
- 12.4) Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff. (State)
- 12.5) Describe how data quality and data validity are monitored. (State)

## Consideration #13: English Language Acquisition (ELA) Need

WIOA AEFLA Section 231(e)(13)

- 13.1) Describe how the applicant will provide ELL services (assessment, instructional services, civics education, integrated employment, and training).
- 13.2) Describe knowledge of the regional need for English language acquisition programs and partnerships and how they will be used to meet outcomes. Must include census or other data.

PART III: ATTACHMENTS (State)

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 Attestation  
WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that \_\_\_\_\_ will ensure be taken  
(Applicant)  
should the Adult Education application be funded.

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. Describe the steps to be taken to comply with the GEPA requirements. (Add more pages as needed.)

\_\_\_\_\_  
Director/Designated Appointee Signature

\_\_\_\_\_  
Date

CONFIDENTIALITY/NON-DISCLOSURE AGREEMENT  
PARTICIPANT'S SIGNATURE PAGE

**1. Contact Information: (Participant must complete top portion & sign at the bottom.)**

Name (Printed): \_\_\_\_\_

Work Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

**2.** By Participant's signature, Participant agrees to be bound by this Agreement that they hold in strict confidence and will not disclose any employment information contained within the IMAS database. The Adult Education Program will consider any improper disclosure of any information considered confidential under federal or state law to be serious misconduct. All Participants are to be made aware that all information collected under the auspices of Adult Education can be used only for purposes outlined in the WIOA. Furthermore, individuals may be subject to civil penalties under the Privacy Protection Act of 1974 as amended by the Computer Matching and Privacy Protection Act of 1988 (5 USC Sec 552a), as well as subject to criminal penalties under the Confidential Information Protection and Statistical Efficiency Act of 2002 (Title V of PL 107-347), depending on the nature and extent of the disclosure.

**A. Certification.** The Participant agrees to be subject to the conditions of Confidentiality and Non-Disclosure Agreement.

**3.** This signature page is hereby incorporated into the Annual Grant Agreement and associated responsibilities until terminated.

AE PROGRAM DIRECTOR:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

IMAS User:

\_\_\_\_\_  
IMAS User Signature

\_\_\_\_\_  
Date

PART IV: BUDGET FORMS (*State*)

FY 22 WIOA Programs Budget

FY 22 WIOA Admin Budget

Excel documents of these sheets are available at the following website:

<https://cte.idaho.gov/wioa-title-ii-grant/>



# RFP: CORRECTIONS EDUCATION AND THE EDUCATION OF OTHER INSTITUTIONALIZED INDIVIDUALS

## PART I: APPLICATION

The Idaho Career & Technical Education (ICTE) - Adult Education program operates under the Workforce Innovation & Opportunities Act (WIOA) in receiving and allocating federal funds for the implementation of adult education services to eligible individuals age 16 and older who are criminal offenders.

For the 2021-22 program year, funds will be allocated to Adult Education programs requesting Corrections Education and Education of Other Institutionalized Individuals to develop, implement, and improve adult education and literacy.

## GENERAL INFORMATION

Awards will be made to providers offering adult education services to correctional and other institutions (including prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, or any similar institution designed for the confinement or rehabilitation of criminal offender).

Approved applicants will be awarded a renewable (5 years) corrections grant.

## FUNDING AVAILABLE

ICTE estimates \$123,300 of Federal AEFLA Section 225 funds will be available for instructional grants for Corrections Education and the Education of Other Institutionalized Individuals.

## CORRECTIONS EDUCATION & OTHER INSTITUTIONALIZED INDIVIDUAL PROGRAM COMPONENTS

WIOA AEFLA Section 225 funds may be used for any of the following academic programs:

Adult education and literacy activities;

- 1) Special education
- 2) Secondary school credit
- 3) Integrated education and training (IET)
- 4) Career Pathways
- 5) Concurrent enrollment
- 6) Peer tutoring, and
- 7) Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

## DEFINITIONS

Individual with a Barrier to Employment: The term “barrier to employment” means the individual is a member of one or more of the following populations:

- a. Displaced homemakers
- b. Low-income individuals
- c. Indians, Alaska Natives, and Native Hawaiians
- d. Individuals with disabilities, including youth who are individuals with disabilities
- e. Older individuals
- f. Ex-offenders
- g. Homeless individuals, or homeless children and youth
- h. Youth who are in or have aged out of the foster care system
- i. Individuals who are English Language Learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- j. Eligible migrant and seasonal farmworkers

- k. Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act
- l. Single parents (including single pregnant women)
- m. Long-term unemployed individuals
- n. Such other groups as the Governor involved determines to have barriers to employment

Peer tutoring: The term “peer tutoring” means an instructional model utilizing an institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutoring must be structured and overseen by educators who assist with training and supervise tutors, set educational goals and establish individualized plans of instruction and monitor student progress.

Re-entry and post-release services: The term “re-entry and post-release services” are services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism.

Examples include:

- a. education
- b. employment services
- c. substance abuse treatment
- d. housing support
- e. mental and physical health care, and
- f. family reunification services

WIOA Section 225 (Corrections) Funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the *goal of reducing recidivism*. Such use of funds may include educational counseling or case work to support incarcerated individuals’ transition to re-entry and other post-release services.

Examples include:

- a. assisting incarcerated individuals to develop plans for post-release education program participation,
- b. assisting students in identifying and applying for participation in post release programs, and
- c. performing direct outreach to community-based program providers on behalf of re-entering students.

**Funds may not be used for costs for participation in post-release programs or services.**

Career Pathway services are to be provided that support achievement of the vision and goals articulated in the Idaho Combined State plan.

Priority of Services: Priority for services must be given to offenders who are *likely to leave the correctional institution within five years* of participation in the program.

**Special Note for Programs Serving Institutionalized Individuals:** Funds which are to be used for programs for criminal offenders in correctional institutions, or for other institutionalized individuals, can be academic programs in basic education, special education, English literacy, and secondary school completion. Providers of services to criminal offenders are required to give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. A “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house,

community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.(Section 225 (c) and (d))

## PART II: PERFORMANCE ACCOUNTABILITY

Measurable Skill Gains for educational gain and high school equivalency attainment will be collected each year.

The IMAS data collection system by Benchmark will be provided to successful applicants along with training. Training and support will be provided by the State in conjunction with IMAS.

## Part III: INSTRUCTIONS FOR APPLICATION

Note: If funding is available from other sources to provide skills training or postsecondary education, please describe these in the narrative under 13 Considerations and mark the response as applicable to section 225 funding.

### Steps:

1. Complete the adult education application with answers specifically addressing the questions from the Corrections and Other Institutions perspective in the 13 Considerations Narrative found in the *Application and Assurances* section.
2. Answer the following questions:
  - a. Describe which of the eight academic programs the applicant will offer.
  - b. Describe how the applicant will establish priority of services in the program.
  - c. Describe the educational programs to be offered for transition to re-entry and other post-release service with the goals of reducing recidivism.
  - d. Describe any integrate education and training that is available to eligible individuals.
3. Complete the Cover Page and check “Corrections” for type of Program
4. Complete the following:
  - a. GEPA Form
  - b. Demonstrated Effectiveness: Attachment DE.1 or DE.2
  - c. Program Budget Template
  - d. Admin Budget Template

## RFP: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

### PART I: GENERAL INFORMATION

**Definition:** IELCE is defined as “education services provided to English language learners, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include:

- 1) instruction in literacy and English language acquisition;
- 2) instruction on the rights and responsibilities of citizenship and civic participation; and
- 3) may include workforce training.”

**Components:** To meet the requirement that adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that:

- 1) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, and workforce training are EACH of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of ELIGIBLE individuals.
- 2) Occur simultaneously (at the same time over the course/scope of the program); AND
- 3) Whether IET is funded from Title I, Title II or other funding streams the Integrated Education and Training program must have a single set of learning objectives that identifies specific adult education content, specific workforce preparation activities and specific workforce training competences and the program activities are organized to function cooperatively.

Delivery of IET under Title II meets the requirement that the IET program be “for the purpose of educational and career advancement” if:

- 1) The adult education component of the program is aligned with College & Career Readiness standards; and
- 2) The IET program is part of a career pathway.
- 3) The IET program can be an “on-ramp program” whereby adult education works with an existing certification program with the role to “ramp or bridge” the program content with the students and not reinvent the certification program.

Two options are available to meet the requirements of IELCE being provided in combination with IET.

- 1) Co-enrolling students in IET that is funded from sources other than WIOA AEFLA Section 243 funds.
- 2) Using WIOA AEFLA Section 243 funds to support IET activities.

**NOTES:**

1. Not all students receiving educational services under Section 243 will require employment related services and therefore may have no need to be co-enrolled in occupational training.
2. Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.
3. WIOA AEFLA Section 243 does not require all students enrolled in IELCE to be receiving IET services (meaning that students without credential attainment or employment related goals should not be dissuaded from participating in the program).
4. However, an agency receiving funds under Section 243 must use the funds for IELCE in combination with IET activities as students demonstrate readiness to participate in the workforce training portion. Thus, students for whom IET services are appropriate will have access to those services.
5. The training and combined education will be concurrent and contextualized instruction in a high demand industry or career cluster.
6. In accordance with the Act, focus will be placed on engagement of adult education and literacy providers, employers, and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.
7. The applicant will submit a design for the program including the in-demand industry or entrepreneurial training they intend to offer.
8. The provider will continue to use the curriculum they developed or acquired for their community and materials developed for civic preparation.

## IELCE PROGRAM COMPONENTS

### Component 1 - Literacy + English Language Acquisition + Civics Education

Provided in combination with Integrated Education and Training

Component 2 - IET (Adult Education and Literacy activity + Workforce Preparation activities + Workforce Training (specific sector))

ICTE estimates \$187,221 of Federal AEFLA Section 243 funds will be available for instructional grants for IELCE programs.

**Award Type:** Multi-year

### IELCE FUNDS

The Federal funds made available for IELCE in section 211(a)(2) are awarded by the Secretary to States under the formula in section 243 and used by States pursuant to section 243. Section 243 does not contain an administrative expenses limit, nor does it contain set-asides for State leadership or other purposes. Because there is no administrative expenses limit, and consistent with the cost principles in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200, States may use a reasonable and necessary amount of the funds under section 243 for administrative expenses related to the IELCE program. States may not use these funds for State leadership activities or for State administration of the basic adult education grant.

### PART II: IELCE NARRATIVE:

#### Steps:

- 1) Complete the 13 Considerations section.
- 2) Answer the following questions:
  - a. Describe how the applicant will prepare eligible ELL for and place in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and Training activities. *WIOA AEFLA Section 243(c)*;
  - b. Describe the design of the program and collaboration with community partners. Describe the roles and responsibilities of each partner.
  - c. How will IELCE 243 funds be utilized to meet the requirement of IELCE being provided in combination with IET. See the two options available on the previous page. (co-enrolling or using Section 243 funds)
  - d. Describe any Integrated Education and Training activities available to eligible individuals.
- 3) Complete the IELCE column in the budget forms:
  - a. Budget Summary
  - b. Budget Narrative
- 4) Complete the following:
  - a. GEPA Form
  - b. Demonstrated Effectiveness

# Checklist for FY22 Applications

**Cover Page**

- Signed in blue or black ink
- Includes DUNS Number

**Type(s) of funding indicated on second page**

**General & Program Assurances**

- Signed

**Demonstrated Effectiveness Chart**

- DE 1.1A: existing providers
- DE 1.1B: new providers

**GEPA Form**

**Budget Narrative**

**Admin Budget**

**Program Budget**

**Waiver to Increase Administrative Cost (if applicable)**

**13 Considerations Narrative**

**Corrections (if applicable)**

**Section 225 Narrative**

- 4 Questions on page 35

**IELCE (if applicable)**

**IELCE Narrative**

- 4 Questions on page 37

## SECTION III: RESOURCES AND POLICIES

### IDAHO STATE PLAN

The Idaho State Plan is available on the Idaho Workforce Development Council's website at:  
<https://wdc.idaho.gov/state-plan/>

<p><b>Vision</b></p> <p><i>Idaho’s Workforce Development System will: improve access to education, economic opportunity, and employment for all of Idaho’s job seekers – especially those with significant barriers to employment; develop a skilled and competitive workforce that meets the needs of Idaho’s employers; stimulate the vitality of our local communities; and promote a strong state economy.</i></p>	
<p><b>Goals</b></p>	<p><b>Strategies</b></p>
<p><b>Goal 1:</b></p> <p>Increase public awareness of and access to career education and training opportunities</p>	<ul style="list-style-type: none"> <li>• Identify, develop, connect, and activate a diverse network of influencers throughout the state that can distribute information and resources in a way appropriate to their locale.</li> <li>• Utilize personal contact, digital, and traditional media to communicate with our target audiences and those who influence and support them.</li> <li>• Develop and implement an outreach strategy for the one-stop system.</li> <li>• Implement an outreach strategy to increase awareness and perception of apprenticeships as a pathway to careers for students, parents, teachers, and counselors.</li> <li>• Collaborate with partners to maximize reach and effectiveness of all outreach efforts; enhance and expand Idahoan’s perceptions of, access to, and persistence in pathways to careers.</li> </ul>
<p><b>Goal 2:</b></p> <p>Improve the effectiveness, quality, and coordination of programs and services designed to maintain a highly skilled workforce.</p>	<ul style="list-style-type: none"> <li>• Create, align, and sustain partnerships with stakeholders to implement workforce development programs.</li> <li>• Support development in work-based learning, and innovative programs to drive Idaho’s present and future workforce solutions.</li> <li>• Leverage existing local employer-focused initiatives to build and support effective pathways to connect Idahoans to careers.</li> <li>• Cultivate a high-quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.</li> <li>• Champion public policy initiatives that enable dynamic response to evolving industry needs.</li> </ul>
<p><b>Goal 3:</b></p> <p>Provide for the most efficient use of federal, state, and local workforce development resources.</p>	<ul style="list-style-type: none"> <li>• Be objective, data driven, and accountable.</li> <li>• Build trust in decision-making based on an understanding of the resources available and projected outcomes.</li> <li>• Identify gaps and opportunities in the workforce system and initiate or support policy and/or allocate resources to meet them.</li> </ul>

ALIGNMENT EVALUATION RUBRIC – For use by the Alignment Team

Questions for Alignment Review	Recommendations/Comments/Scoring
<p><b>Consideration #1</b></p> <p>(1) The degree to which the eligible provider would be responsive to —</p> <ul style="list-style-type: none"> <li>(i) Regional needs as identified in the local workforce development plan; and</li> <li>(ii) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who —                             <ul style="list-style-type: none"> <li>(a) Have low levels of literacy skills; or</li> <li>(b) Are English language learners</li> </ul> </li> </ul>	<p>Readers will review each applicant on:</p> <ul style="list-style-type: none"> <li>• How well did the applicant respond to the consideration?</li> <li>• Has the applicant clearly demonstrated how programming will align to Strategy?</li> </ul> <p>Scoring: Fail/Needs Improvement/Pass/High Pass</p>
<p><b>Consideration #4</b> (Alignment to Statewide initiatives)</p> <p>The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners.</p>	<p>Readers will review each applicant on how well the applicant:</p> <ul style="list-style-type: none"> <li>• Has demonstrated creativity and/or innovative practices in its selected strategies</li> <li>• Has designed a process to evaluate each of the strategies</li> </ul> <p>Scoring: Fail/Needs Improvement/Pass/High Pass</p>
<p><b>Consideration #10</b></p> <p>Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways.</p>	<p>Readers will review each applicant on how well they have:</p> <ul style="list-style-type: none"> <li>• Developed and explained methodologies to be used to identify and place participants into training programs which are aligned to career pathways.</li> </ul> <p>Scoring: Fail/Needs Improvement/Pass/High Pass</p>

## COMPLIANCE EVALUATION PROCESS & SCORING RUBRIC

### State Expectations for All Grant Applications

Applicants are expected to develop a proposal narrative that describes the categories below. In addition, applicants must complete a cover sheet and the forms in the appendices, as described throughout the RFP. Applicants are responsible for making sure that a full, complete application is submitted. Applicants are required to submit a signed application by the close of business (5 p.m.) April 27, 2020. Any application (in part or in full) or any application materials received after the deadline will not be considered. The narrative should be organized according to the categories outlined below. The applicant should use the items in each category to help guide their responses. The maximum number of points that an application can receive is 200 based on the following distribution.

✓ Demonstrated Effectiveness	Yes/No
✓ #1 Responsiveness to Need	20 points
✓ #2 Serving Individuals with Disabilities	10 points
✓ #3.a Past Effectiveness	13 points
✓ #3.b Measurable Goals	12 points
✓ #4 One-Stop Alignment	10 points
✓ #5 Intensity, Quality and Duration	21 points
✓ #6 Effective Educational Practices	12 points
✓ #7 Use of Technology	10 points
✓ #8 Integrated Education and Training	10 points
✓ #9 Quality Staffing	15 points
✓ #10 Coordination of Support Services	15 points
✓ #11 Flexible Schedules and Coordination	12 points
✓ #12 Maintains High Quality Data Collection System	15 points
✓ #13 English Language Acquisition Need	10 points
✓ Budget Documentation	<u>15 points</u>
	200 points
Corrections	20 points
IELCE	20 points

### Overall Proposal Component Descriptions (Total Points possible 200)

The criteria used in the sections of the table on the following pages are based on the thirteen factors required by the Adult Education and Family Literacy Act (Section 231(e)). The State is required to consider these factors when awarding AEFLA funds. Although the cover page, assurances, and attachments do not have points, these items must be completed or the application will not be read and scored.

Applications for Corrections and IELCE will also be scored on additional questions as outlined in Section II.

### Compliance Review Process

This is a competitive process. All applicants will be evaluated and scored by a panel of readers. There is no guarantee that submitting an application will result in funding or funding at the requested level. Applicants not recommended for funding will be notified and may reapply in future grant competitions.

If you are applying for Corrections Education and Education of Other Institutionalized Individuals or the Integrated English Literacy and Civics Education (IELCE) grant funding, there is an additional scoring page which will be completed by readers along with the main scoring sheets. These will be found in the back of this packet.

<b>Narrative Section</b> <b>Consideration #1:</b> <b>Responsiveness to Need</b> <b>(20 points)</b>	<b>Inadequate</b> <b>(information</b> <b>not</b> <b>provided)</b>	<b>Minimal</b> <b>(requires</b> <b>additional</b> <b>clarification)</b>	<b>Adequate</b> <b>(clear and</b> <b>fairly</b> <b>complete)</b>	<b>Excellent</b> <b>(concise &amp;</b> <b>thoroughly</b> <b>developed)</b>	<b>Reviewer Comments</b>
1) Describe the scope and specific intent of the applicant and how the applicant will be <u>responsive to the regional service area's economic needs</u> identified in the WIOA Combined State Plan.	0	1	2	3	
2) Describe how the applicant will provide services to individuals most in need of adult education and literacy activities including individuals a) who have low levels of literacy skills and b) who are English Language Learners (ELL).	0	1	2	3	
3) Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the AEFLA title.	0	1	2	3	
4) Describe how the applicant will provide services to meet the state's performance targets.	0	1	2	3	
5) Describe how the applicant will fulfill their responsibility as a One-Stop partner.	0	1	2	3	
6) GEPA form has been completed	0	1		2	
	Points			/20	

<b>Consideration #2: Serving Individuals with Disabilities (10 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Describe how the applicant will provide services to individuals with disabilities, including individuals with learning disabilities.	0	1	2	3-4	
2) What collaborative agreements are in place to help individuals with disabilities?	0	1	2	3	
	Points			/10	

<b>Consideration #3: Program Competency &amp; Past Effectiveness (Total 25 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
<b>A. Prior Program Performance/Past Effectiveness (13 points)</b>					
1) Describe your program's operation and history of successfully providing adult education and literacy services to eligible adults for the past two consecutive years.	0	1	2-3	4	
2) Describe previous experiences, past successes, and unique qualifications to serve eligible adults with reference to the specific population your program proposes to serve (individuals at the lowest levels of literacy, English language learners, adults seeking a high school diploma, local institutionalized individuals, incumbent workers, families out of school youth, etc.)	0	1	2-3	4	
3) Describe your program's past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plants to address them.	0			1	
<b>Subtotal</b>				13 points	

<b>Consideration #4: Local Plan and One-Stop Alignment (10 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Describe how the applicant demonstrates alignment between proposed AE activities and services and	0	1	2	3	

the activity and services of the one-stop center.					
	Points			/10	

<b>Consideration #5: Intensity, Quality and Duration (21 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Describe how the applicant's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.	0	1	2-3	4	
2) Describe the instructional practices that will be utilized to assure student's instructional level gains include the essential components of reading instruction.	0	1	2-3	4	
3) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks.	0	1	2-3	4	
4) Describe how the applicant will offer flexible schedules, distance learning, and coordinate <u>support services</u> to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.	0	1	2-3	4	
	Points			/21	

<b>Consideration # 6: Effective Educational Practices (12 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Provides evidence that the essential components of reading are incorporated into instruction.	0	1	2-3	4	
2) Provides evidence that the applicant's activities include practices in content areas of reading, writing, mathematics, and English language acquisition as appropriate.	0	1	2-3	4	
3) Provide evidence that the applicant's activities are based on a solid foundation of research and best practices derived	0	1	2-3	4	

from the most rigorous research available, including scientifically valid research and effective educational practices. Should mention <u>College and Career Readiness Standards</u> .					
	Points			/12	
<b>Consideration #7: Use of Technology (10 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1. Describe how the applicant’s activities effectively use technology, services and delivery systems, including distance learning in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance.	0	1	2-3	4-5	
	Points			/10	

<b>Consideration #8: Integrated Education and Training (10 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1. Describe the applicant’s activities to provide learning in context, including through integrated education and training.	0	1	2-3	4-5	
2. Describe bridge service patterns so students acquire the skills necessary to transition to and complete post-secondary education, training programs, obtain and advance in employment leading to economic self-sufficiency, <u>and</u> to exercise their rights and responsibilities of citizenship.	0	1	2-3	4-5	
	Points			/10	

<b>Consideration #9: Quality Staffing (15 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Describe specific efforts to recruit and retain <u>qualified</u> staff and volunteers (Note: the description must be more than “follow agency policy”).	0	1	2	3	
2) Qualifications of Staff – An applicant’s activities are to be delivered by well-trained teachers/instructors, counselors and administrators who meet the	0	1	2	3	

minimum qualifications established by the state and who have access to high quality professional development, including through electronic means. Define the specific adult education job descriptions of personnel by category, (teacher-certified employees, ELL-endorsed employees, counselors, administrators, and volunteers) assigned to this grant application. <i>WIOA AEFLA Section 231(e) (8)</i>					
3) Describe process for evaluating instructors and other program staff. How are these evaluations used to determine professional development needs and promote program development?	0	1	2	3	
	Points			/15	

<b>Consideration #10: Coordination of Support Services / Collaboration for Developing Career Pathways (15 Points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Describe how the applicant coordinates with other available education, training and social service resources in the community such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries for the development of Career Pathways.	0	1-2	3-4	5	
2) Describe how the applicant will expand the coordinated efforts and collaboration for developing Career Pathways with the above entities.	0	1-2	3-4	5	
	Points			/15	

<b>Consideration #11: Flexible Schedules and Coordination (12 Points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>	<b>Reviewer Comments:</b>

1) Describe how the applicant's activities provide flexible schedules and coordination with support services (DHW, IDOL, Vocational Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the community necessary to enable individuals to attend and complete an adult education program.	0	1	2-3	4	
2) Describe any support services to be offered to program participants, including those made through a referral process.	0	1	2-3	4	
3) Explain the process the program intends to utilize to make consistent referrals to community services providers so that participants are provided with full wrap-around services.	0	1	2-3	4	
	Points			/12	

<b>Consideration #12: Maintains High Quality Data Collection System (15 Points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Provide a brief statement of assurance that the program will be able to comply with the minimum requirements needed to access and use the state data collection system.	0	1	2	3	
2) Describe the process of data collection and data input and how often is it reviewed.	0	1	2	3	
3) Describe what quality controls are used, what data is shared with instructors, and what triggers adjustments to instruction and assessments.	0	1	2	3	
4) Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff	0	1	2	3	
5) Describe how data quality and data validity are monitored.	0	1	2	3	
	Points			/15	

<b>Consideration #13: English Language Acquisition (ELA) Need (10 Points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1) Describe how the applicant will provide ELL services (assessment, instructional	0	1-2	3-4	5	

services, civics education, integrated employment, and training.					
2) Describe knowledge of the district need for English language acquisition programs and partnerships and how they will be used to meet outcomes. Must include census or other data.	0	1-2	3-4	5	
	Points			/10	

<b>Initial Budget Summary and Budget Narrative (15 Points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
<p>Budget is reasonable for the scope of the project.</p> <p>The Initial Budget and Budget Narrative adequately detail the proposed use of funds in relation to the objectives and project activities. Is this amount sufficient to achieve the proposed activities?</p> <p><i>For programs offering correctional or other institutionalized AE instruction, there is a separate budget and must be included.</i></p> <p>The Full Cost budget illustrates the bigger picture of how the funds will supplement and not supplant other federal, non-federal, state, or local funds.</p> <p>A Request for Waiver to Increase Administrative Costs if the Administrative and Professional Development costs are above 5%.</p>	0	1-5	6-11	11-15	
Points				/15	

<b>Corrections Education &amp; Education of Other Institutionalized Individuals Required elements (20 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1. Describe which of the eight academic programs the applicant will offer.	0	1-2	3-4	5	
2. Describe how the applicant will establish priority of services in the program.	0	1-2	3-4	5	
3. Describe the educational programs to be offered for transition to re-entry and other post-release services with the goal of reducing recidivism.	0	1-2	3-4	5	
4. Describe any integrated education and training that is available to eligible individuals.	0	1-2	3-4	5	
Points				/20	

<b>Integrated English Literacy &amp; Civics Education (IELCE) Required Elements (20 points)</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise &amp; thoroughly developed)</b>	<b>Reviewer Comments:</b>
1. Describe how the applicant will prepare and place eligible ELL's into in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and training activities.	0	1-2	3-4	5	
2. Describe the design of the program and collaboration with community partners. Describe the roles and responsibilities of each partner.	0	1-2	3-4	5	
3. Describe how 243 funds (IELCE) will be utilized to meet the requirement of IELCE being provided in combination with IET.	0	1-2	3-4	5	
4. Describe any integrated education and training that is available to eligible individuals.	0	1-2	3-4	5	
	<b>Points</b>			<b>/20</b>	

## HELPFUL LINKS

Standardized Idaho Adult Education Reports, Resources, & Forms

To access forms, resources, and reports used by the Adult Education program in Idaho, please visit Idaho Career Technical Education's, Adult Education program's website at:

<https://cte.idaho.gov/programs-2/postsecondary-and-adult-education/adult-education/>

### **Guidelines & Policies**

#### [Adult Education Guidelines and Policies Page](#)

- Idaho Adult Education 2019-2020 State Assessment Policy
- Post-Test Justification Form
- Adult Education Budget Modification

#### [WIOA Performance Measures and Indicators of Performance](#)

#### [WIOA Adult Education Eligibility Requirements](#)

#### [AEFLA Resource Guide \(Adult Education & Family Literacy Act\)](#)

### **Reporting Information**

#### [Data Desk Audit Guidance](#)

#### [Data Desk Audit Report](#)

NRS Website link

<https://www.nrsweb.org/>

OCTAE (Office of Career, Technical, and Adult Education) – US Dept. of Education

<https://www2.ed.gov/about/offices/list/ovae/index.html>

Other Information Regarding AEFLA Grants

1) AEAFLA GUIDE	<a href="https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aepla-resource-guide-2017.pdf">https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aepla-resource-guide-2017.pdf</a>
2) Career Pathways	<a href="http://www.collegetransition.org/publications.icacurriculum.html">http://www.collegetransition.org/publications.icacurriculum.html</a>
3) CLASP briefs	<a href="http://www.clasp.org/">http://www.clasp.org/</a>
4) College Transition	<a href="https://community.lincs.ed.gov">https://community.lincs.ed.gov</a> (groups) <a href="https://lincs.ed.gov">https://lincs.ed.gov</a> (resources)
5) Digital Learning	<a href="http://lincs.ed.gov/programs/digital-literacy">http://lincs.ed.gov/programs/digital-literacy</a>
6) Employability Skills	<a href="http://cte.ed.gov/employabilityskills/">http://cte.ed.gov/employabilityskills/</a>
7) Coordination with employers	<a href="https://lincs.ed.gov/employers">https://lincs.ed.gov/employers</a>
8) ESL Pro Suite Activities	<a href="https://lincs.ed.gov/programs/eslpro">https://lincs.ed.gov/programs/eslpro</a>
9) Reentry	Interagency reentry council: <a href="https://www.justice.gov/reentry/roadmap-re-entry">https://www.justice.gov/reentry/roadmap-re-entry</a> National reentry resource center: <a href="https://csgjusticecenter.org/nrrc">https://csgjusticecenter.org/nrrc</a>
10) WIOA	<a href="https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf">https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf</a> .
11) Data Validation	<a href="https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf">https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf</a>

## PROGRAM INCOME: FEES, TUITION, AND OTHER PROGRAM INCOME

### Background

Program income is defined as gross income earned by the grantee that is directly generated by a Title II supported activity or earned as a result of the federal award during the period of performance except as provided in 2 CFR 200.307 paragraph (f) (2 CFR 200.77 Period of performance). Program income revenues for Title II-funded programs include student fees, fee for services (tuition), and user or rental fees. Program income must only be used for costs allowable under Title II.

### Policies

Program income must only be used for costs allowable under Title II.

Local AE programs or their sponsoring organizations must have a local policy that allows for or recommends the collection of fees, tuition, or other program income. Local AE programs may not charge fees, tuition, or other program charges that exclude economically disadvantaged learners.

- Explain why tuition, fee, or other charges will be implemented
- Identify who will be charged tuition and/or fees
- Identify sources for other program income
- Describe how program income will be spent for costs allowable under Title II
- Describe the policy and process to reduce adverse effect on economically disadvantaged learners, including a waiver policy

Local AE programs must complete a Program Income Report annually, which includes:

- Program area for which the fee is charged (ABE/ASE, ESL, IET)
- The amount of the fee and what it pays for
- The amount of the fee that can be waived
- Eligibility criteria for waivers
- Process for waiver, including who decides or grants the waiver and the deadline for applying for waivers
- Source of funding for waivers
- Number of waivers available annually
- Number of waivers used in the past year

Local programs must include the amount of program income collected and the amount of program income spent on the annual final financial status report. Program income must be expended within the year it is collected.

## UNALLOWABLE/ALLOWABLE WITH RESTRICTIONS COSTS

Review the following list of selected cost items. For more details on allowable costs refer to EDGAR Part 76 and c CFR part 200 subpart E – Cost Principles

<b>Cost Item</b>	<b>Unallowable/Allowable with restrictions</b>
Advertising and Public Relations	Allowable with restrictions
Alcoholic Beverages	Unallowable
Bad Debt	Unallowable
Capital Expenditures	Allowable with restrictions
Childcare costs	Unallowable - exception below
Commencements, Graduation Ceremonies	Unallowable
Cost of institution furnished automobiles that relate to personal use by employees	Unallowable
Costs for defense and prosecution of criminal or civil proceedings, claims, appeals	Unallowable
Donations and Contributions	Unallowable
Drug Testing	Unallowable
Entertainment, food	Unallowable
Fines and Penalties	Unallowable
Fund Raising, Solicitations, Gifts or Investment costs	Unallowable
HiSET, TASC or GED Administration & test fees	Unallowable
Goods and Services for Personal Use	Unallowable
Housing and Personal Living Expenses	Unallowable
Instructor/staff time	Allowable
Lobbying	Unallowable
Meals for Meetings /Conferences	Allowable with restrictions
Meetings and Conferences	Allowable with restrictions
Pension Plans	Allowable with restrictions
Rent of Building/Equipment	Allowable with restrictions
Scholarships and Student Aid Costs	Unallowable
Selling and Marketing	Unallowable
Training and Education	Allowable with restrictions
Travel Costs	Allowable with restrictions

In addition, applicants must be aware that:

- AEFLA funds cannot be used to purchase computer hardware and/or software that will be *used only partly* to serve AEFLA students.
- Childcare costs for children of AEFLA students are only allowable when other sources of funding have been depleted.

- Food (coffee, juice, donuts, etc.) to entice prospective students, or as an incentive to get or keep them coming after they are enrolled, is not an allowable expenditure.
- AEFLA funds may only be used to supplement and increase the level of funds that would be made available from non-federal sources for the education of participating students. In no case may AEFLA funds supplant funds from non-federal sources.
- AEFLA students may be charged fees but the level of fees must not act as an enrollment deterrent for those who are disadvantaged. All fees collected must benefit the AEFLA program; to provide additional adult education and literacy services that the program would otherwise be unable to provide (AEFLA section 202). Fees cannot be commingled with other funds to purchase non-AEFLA-related items or provide non-AEFLA services.
- AEFLA is NOT a “construction” grant and as such may not be used for building remodels, improvements, etc.

The above list is not meant to be all inclusive. Questions regarding possible unallowable expenses should be directed to the Adult Education Program Manager. In the event that an application for funding contains these or other unallowable items, the applicant will be contacted with the intent to bring the application into compliance.

### **Other Allowable Cost**

#### **Pre-Award Costs – §200.458**

Pre-award costs are those incurred prior to the effective date of the Federal award directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the Federal awarding agency.

The Adult Education program is a year-round program which requires all main center sites to provide services throughout the summer. Modified schedules are allowed.

There is a period of time between when the award letters are sent and when the grants have final signatures. It is an allowable cost for the instructors and director salaries to accrue during this months of July and August.